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CONTENTS

	Page
Three Reorganized High Schools	165
Current Expenditures Per Unit of Average Daily Attendance for Ele- mentary Schools and High Schools, 1937-38	175
Implementation Program to Follow CCC Educational Survey	179
Departmental Communications	181
For Your Information	184
Professional Literature	187

COVER

Victor Valley Union High School encourages pupils in projects related to their individual programs even though the projects undertaken are not directly a part of the high school subjects studied. The picture on the cover shows a student beside a model house and partially landscaped yard which he has designed as a part of a project. To illustrate a desirable arrangement of shrubbery and garden, the picture shows that the student has considered the external size, shape, and trim of the house.

Three Reorganized High Schools

FRANK B. LINDSAY, *Assistant Chief, Division of Secondary Education*

Those among the present generation of high school principals who were fortunate enough to receive adequate instruction in English composition during their own secondary school days will recall that one form of development of a topic sentence is by means of specific instance. This article proposes to elaborate some assumptions possibly of fundamental importance for secondary education by reference to practices observed at certain high schools. The ones mentioned by way of illustration are not unique among California high schools, of course, but do serve to exemplify how much may be accomplished with limited resources through effective leadership and faculty cooperation.

The recognition by these institutions of new responsibilities and their assumption of additional duties conceived as integral parts of an adequate scheme for secondary education are the more noteworthy because they have done much good pioneering independently of that organized mutual assistance which the so-called Cooperating Secondary Schools have long enjoyed. The Report of the Advisory Committee on Education¹ summarizes the situation in the following terms:

With the great expansion of recent years in high school enrollments, the traditional program has become clearly unsuited to the needs of the majority of the pupils, most of whom will not enter the professions.

The Committee states further:

School administrators have often been too busy with pressing immediate tasks to think through fundamentally the necessary changes in their programs. Yet there is now no possible doubt that the school system must supply many new kinds of training, particularly in the secondary schools.²

Needed changes in high school offerings may be effected through the development of new courses or by alteration of content and emphasis in customary subjects. The latter procedure often possesses advantages of enlisting the whole-hearted cooperation of the teachers involved, of gradually educating them to new viewpoints, and of maintaining parental and public approval during the periods of change. Teachers know how to secure ordinary results with traditional materials, at least, but require careful retraining to employ new subject matter and novel methods with confidence and success. Precipitate and wholesale experimentation is unfair to both faculty and pupils. At all times high

¹ *Report of the Committee*. The Advisory Committee on Education. Washington: United States Government Printing Office, February, 1938, p. 74.

² *Ibid.*, p. 14.

school children must be protected from unintentional exploitation by persons whose unbridled enthusiasm or passion for self-advertising outruns instructional ability and discretion. Novelty has no virtue in itself; to prove its worth, a new practice must demonstrate that it serves the needs of more children and does a better job for them than whatever procedure it proposes to replace. It is necessary, also, not to outrun public opinion too far and to keep the school community informed of innovations and of the reasons therefor. It is only common sense to test and keep records to show improvements in status of pupils trained in new ways with respect to those fundamental skills of arithmetic and language long cherished by the public at large.

SPANISH AS SOCIAL LIVING

An instance of a school that has made pronounced changes in learning situations while retaining the ordinary framework of subjects is Victor Valley Union High School, of which M. J. Harkness is principal. The classes in Spanish taught by Miss Jewell Coon provide an illustration. In the opinion of many competent principals foreign language frequently yields the poorest results for effort expended of any subject usually offered. In this school the explicit aims which the study of Spanish intends to promote are three pupil achievements:

1. A more intelligent appreciation of American institutions by learning about the Spanish origin of portions of American culture, and a better social understanding from acquaintance with the Latin civilization on the American continents.
2. Growth in positive ethical character by instilling the spirit of open-mindedness, tolerance, and good will.
3. Better comprehension and use of English acquired by specific attention to the origin and growth of language, the meaning of words, and the interrelationship of English and foreign language.

Of course, any statement of objectives requires adequate implementation to be realized even in part. One of the devices employed is the Spanish notebook kept by each pupil; its form and direction are determined by the interest of the individual class member. Beatrice M. made an alphabet book and illustrated representative words cleverly and clearly with pictures cut out of magazines and pasted into her notebook:

A es para Automoviel
B es para Burro
C es para Casa
F es para Flor

G es para Gato
R es para Rosa
S es para Sopa
Z es para Zapato

Fred S. initially disliked Spanish but loves horses as he lives on a ranch. He took "El Vaquero" as the theme of his book and described cowboy accoutrements in Spanish: boots, saddles and stirrups, bridles, sombreros, bronco-riding, and steer-roping. He ended his notebook with an original pen drawing of a roped steer. An athlete, James G., whose training-table days gave him especial interest in food, prepared a book of recipes for Spanish dishes; he described the eating habits of Mexicans and gave directions for the customary preparation of principal foods. He recommends the following Mexican boiled dinner, which he has translated for the convenience of the less learned:

Ingredients

- 1 No. 2 can of *chile con carne*
- 4 small carrots, quartered
- 6 small onions
- 4 small turnips
- 1 small cauliflower
- salt
- water
- bacon drippings

Optional additions

- ripe tomatoes
- green peppers

Cook vegetables in boiling salted water until tender. Season with bacon drippings (or butter). Arrange each vegetable in circles or mounds around center of platter. Heat the can of *chili con carne* and pour in center of platter. Garnish with quartered tomatoes and green pepper rings.

Other students pursued their hobbies. Madeline M. likes to study dress and built her notebook about Spanish and Mexican costumes with clipped reproductions of designs by Luis Hidalgo. Betty L. began her book with a foreword, in Spanish of course, of the life and work of Fra. Junipero Serra; she sketched the architectural plans of the California Missions and drew them in elevation when she was unable to secure pictures. A brief history accompanies each. Olive R. wrote a history of the Spanish-speaking Americas, with stories and myths of the Aztecs and discussion of modern economic conditions, the incidence and types of disease in Mexico, and the mortality of the poor. She even included the expropriation of oil properties and traced the communal land movement back to pre-Spanish days.

No class in social living could achieve better understanding of current history and a world culture, or make clearer analyses of the essential elements of democratic society, than was secured in this Spanish class through the individual projects pursued by the students and their subsequent class discussions.

To motivate language arts—in other words, oral and written composition—a motion picture appreciation unit is employed in the tenth grade. Miss Ruby Sanborn emphasizes picture direction and directors to counteract star-worship so frequent among adolescents. The tenth-

grade English course includes practice in outlining, reference reading, conversation and debating, and business and personal letters. Intertwoven with *Silas Marner*, *So Big*, *The Magnificent Ambersons*, and *As the Earth Turns*, to name books read and discussed during the past year, the class considered the history of motion picture development, story selection, scenario writing, casting, set designing and properties, work on location, costuming and make-up, music and orchestration, the actual photography, technicolor, sound recording, editing of film, censorship, publicity, and distribution. This brief account of principal topics in the unit indicates how English has been related to art, music, the physics of light and sound, chemistry, and to social affairs. Pupils are encouraged to view pictures of different types, to develop bases for comparison and contrast, and to discuss them in connected discourse. Some of the points developed by the class for photoplay analysis are these:

- Is the photoplay comedy, farce, melodrama, musical comedy, social drama, tragedy, or travelogue?
- What is the setting? Is it effective? Why?
- How are the leading characters introduced?
- What is the basic theme of the film?
- What fundamental conflict does the photoplay present?
- With what life problems are the characters confronted?
- How are these problems solved?
- What action marks the major climax?
- What character traits are emphasized in the climax?
- What is your opinion of the ending of the play?
- What scenes should be omitted or changed?
- What are the most effective scenes?

GENERAL MATHEMATICS FOR GUIDANCE

At Victor Valley Union High School the course in general mathematics, now six years old, has proved particularly helpful in the opinion of Principal Harkness, not only for pupils pursuing other than college preparatory curricula, but even for the latter groups as it provides a sturdy foundation upon which the specialized structures of advanced high school mathematics may be erected with economy of effort in learning.

In our high school pupils take mathematics for one or more of the following reasons: 1. recommended by the school; 2. parents wish their children to take mathematics (this is especially true of algebra and geometry); 3. mathematics is necessary for success in the chosen vocation; 4. pupils take it because they like it,—usually these people have excelled in arithmetic in the elementary school.

We believe each pupil should have some contact with mathematics during his high school career. We believe those pupils who do not intend to go on to college need mathematics as much or more than those who do continue their education, but it should be of a different type.

About six years ago general mathematics was introduced for several reasons. We found that a slow group that could not carry algebra in the ninth grade could carry it successfully after a year in general mathematics. For students in homemaking, industrial arts, and commercial majors, general mathematics answered their needs more than algebra. Those pupils who planned to leave school early were given a course which was much more valuable to them than algebra. College entrance requirements in mathematics could be fulfilled by the mathematics courses offered in the tenth, eleventh, and twelfth grades.

Our experience has led us to believe a course in general mathematics not only serves the needs better of pupils who do not intend to go to college and those who do not need algebra and geometry in their chosen vocations, but also gives pupils experience which helps them choose courses which they like or need and in which they can be reasonably sure of success.

We have had pupils succeed in algebra following a year in general mathematics, and we have had pupils do good work in geometry with general mathematics as a background without taking algebra.

At present it is our intention to continue general mathematics in the ninth grade as a basic course. We can make algebra more valuable to the pupils who take it because the course can be made more sensitive to pupil needs. When algebra is deferred to the tenth grade, the maturity of the pupil increases his chances of success. Also, since those who elect it do so for a purpose, the subject has more value for those people. We have introduced more life situations. A definite attempt has been made to provide for transfer in other fields.

In geometry individual differences are taken into consideration in each day's assignment and in the larger units of work. Since construction and an elementary idea of form and space are given in general mathematics, we have introduced into the last part of the year concepts of form and space from solid geometry. The progress of the class in plane geometry is checked by the success in standardized tests which have been given for some time past.

In general the pattern toward which we are working is as follows: Geometry to be offered in the tenth grade and to include the necessary concepts from solid geometry. Three semesters of trigonometry to be given in the second semester of the twelfth year. We believe we can give a better course in three consecutive semesters of algebra, then geometry, and then two more semesters of algebra. We think it possible to give the necessary experience in plane and solid geometry in two semesters in place of the customary three if the pupils have had general mathematics. The revision of geometry will go more slowly than the other changes. We do plan to offer plane geometry before beginning algebra to some of the classes next year.

TEACHER PARTICIPATION IN EDUCATIONAL PLANNING

Another approach is instanced by a school where the fullest teacher participation in the planning of curricular reorganization has been invited and studiously employed. The authors of the *Summary of the National Survey of Secondary Education* in their discussion of smaller

secondary schools aptly stated: "Unquestionably, one of the first approaches in the effort to improve a school must be to place it in charge of a competent leader."¹ The Summary continues that major characteristics which distinguish superior types of high school from average or inferior ones are (1) adoption of grade combinations which free a school from the conventional patterns and (2) provision for the close association of junior and senior units so that each may stimulate the other to develop desirable procedures, make special arrangements which neither unit could as easily undertake alone, and prevent the upper segment from overshadowing the lower.²

Fillmore Junior-Senior High School has been chosen to show the actual process of reorganization of curriculum as it moves from a traditional to modern form. Principal Jesse M. Hawley interested committees of his own faculty in a study of curriculum development, of proposals for the ninth-grade offerings during the period of transition, and of administrative problems of programming teachers. Questions considered during the year 1938-1939 included the following:

- A. What shall be the graduation requirements?
 1. In terms of units or semester hours? How many?
 2. In terms of definite minimum subject mastery, or concerned mainly with pupil growth according to the degree of each individual's ability?
- B. What shall be the area of content for a trunk-line course for grade nine? What shall it include besides health and language arts? Mathematics? Science? Social Studies? What combinations of these?
- C. What shall be the content of parallel majors?
 1. Should preprofessional courses begin in ninth or tenth grade?
 2. What and how many years of foreign language should be offered and to whom?
 3. In preprofessional majors should the language arts program differ from that in the trunk line course?
- D. Should teachers be programmed in departments according to grade level?
 1. Argument for grade level assignment: fewer preparations for each;
 2. Argument for sequence assignment: learn the problems of the entire department.

¹ Leonard V. Koos and Staff, *Summary*, Office of Education Bulletin, 1932, No. 12. National Survey of Secondary Education, Monograph No. 1. Washington: United States Department of the Interior, 1934, p. 79.

² *Ibid.*, p. 62-63.

- E. In grades seven and eight, should a teacher have the same group in two or more classes?
1. Arguments for: fewer pupil contacts daily; bridge gap between elementary school practice and departmentalization.
 2. Arguments against: teacher preparation usually in only one field; tendency to slight one subject and unduly emphasize another.

In the light of the foregoing questions, it is of interest to notice the teaching schedule proposed for 1939-1940. One teacher will teach seventh-grade English and social studies; another will concern herself largely with eighth-grade English and social studies; a third will give seventh-grade mathematics and science; a fourth will do the same for the eighth grade. A fifth, however, will teach sections of mathematics and science in both seventh and eighth grades. Sections of ninth-grade English and social studies will be assigned to a single teacher; the same will be done in the tenth and eleventh grades when possible. Though one instructor will handle geometry and shorthand, no teacher will be called upon to perform such teaching feats as had prevailed sometimes in the past when one teacher had to attempt United States history, algebra, economics, mechanical drawing, and physical education; and another attempted to extend himself over civics, French, English, and eighth-grade social and natural science!

TRUNK-LINE COURSE AND PARALLEL MAJORS

At the invitation of Principal Hawley and his teachers, Ventura County Superintendent W. K. Cobb made available the services of M. E. Mushlitz, Director of Secondary Curriculum, to assist in working out a trunk-line course and "parallel centers of interest" in senior high school. The product of their joint thinking is an outline for curriculum reorganization which they hope may lead to integrated individuals who can work better toward a well-ordered society. Four groups of life functions and activities are recognized: human relations, healthful living, making a living, and living in the natural environment. To promote these ends seven types of experience are included: language arts and social studies (especially for human relations); music; art; and health and recreation (particularly for healthful living, although music, of course, can improve or imperil human relations); mathematics and environmental science (for living in one's natural environment); and practical arts (for making a living—and, in the instance of college-bound pupils, many other groups of experiences). In the seventh and eighth grades the trunk-line course extends over the entire program of individual studies and includes some acquaintance with

every one of the seven fields. In the ninth, tenth, and eleventh grades language arts, social studies, and health and recreational activities compose the core. The latter two also make up the trunk-line course in the twelfth grade, where "orientation to life" is introduced. Every-day science and consumer mathematics are required in the ninth year.

During the ninth and tenth years opportunity is made for each pupil to follow an individual interest: music, art, agriculture, home-making, or preparation for business, industry, and the professions. A unique parallel major is one provided in projects which will consist of

experiences designed by all teachers to add to the citizenship and usefulness of those students for whom, after ample testing and counseling, it is found that work on projects of various kinds will increase their growth toward mental happiness and usefulness.

It would seem that Fillmore Junior-Senior High School is making every effort within its resources to provide some avenue of genuine educational experience for every pupil.

INDIVIDUAL "DAILY PARTICIPATION SHEETS"

The *Report* of the Advisory Committee points out:

The expansion of high school courses to meet one new demand after another without any fundamental reorganization of programs has brought great confusion into the offerings. The pupil, his parents, and the public frequently see no sensible or necessary meaning in the arrangement of the curriculum.¹

To give the pupils and parents, teachers and taxpayers, a definite picture of the world of knowledge and human attitudes to which pupils are being introduced, Principal H. E. Chastain and his teaching staff at Oakdale Union High School maintains double-period courses in Social Living (ninth grade), World Culture (tenth), and American Life (eleventh), for all students in all curricula. The twelfth grade also provides social studies as a constant in every pupil's program. Pupils not in college-preparatory curricula take consumer science in eleventh or twelfth grade; and students of agriculture, commercial subjects, and industrial arts have general mathematics instead of algebra. Among cultural electives open to any pupil are applied art, drama, stagecraft, and fine arts appreciation, with journalism and public speaking in addition for upper-classmen. A variety of extra-curricular activities are provided through hobby and special interest clubs, acrobatics, archery, boys' cooking, chess and checkers, field and stream, guitar, landscape gardening, model aircraft, movies and movie-making, to name only a few, as well as the honor and service groups.

¹ *Op. cit.*, p. 16.

A mimeographed "daily participation sheet," jointly prepared by instructors C. R. Disbrow, Edward Morgan, and J. B. Vasche, presents basic study materials for the social living classes. Radio listening and newspaper reading habits are emphasized. Student chairmen and committees direct class management to a major extent. Specific objectives of the course are school orientation, guidance toward occupations, establishment of study habits, improvement in manners, cultivation of "traffic-safety-consciousness," and an awakening of interest in current events and world affairs. Six weeks are devoted to the study of school and community. A month is given to interesting features of the nation. Traffic safety and transportation and communication occupy seven weeks; first aid, five weeks. Manners are covered in three weeks, as is personal and public health. Vocations are studied for a month and appreciation of literature, art, and music complete the year. Principal Chastain states that Mrs. Alma Weigart is experimenting with a section in social living based upon biology, since she has been instructing in life science and originally was trained to teach Latin and English.

General mathematics has been developed by C. R. Disbrow, who assists with social living sections, and Misses Louise Kemp and Artha Gordon, each of whom teaches algebra, geometry, and a foreign language. The course intends to familiarize pupils with fundamentals of arithmetic and applications to everyday living and to open a channel into higher mathematics through promoting acquaintance with algebraic and geometric procedures. Mrs. Katherine Dittemore's pupils in dramatics study make-up, voice improvement, pantomime, stage presence, and play presentation. Mrs. Ann Burpee's class in stage-craft builds sets for school productions and learns about color, paints, and scenery. Fine arts appreciation, developed jointly by Mrs. Burpee and Miss Jacqueline Otto, does not confine itself to art and music alone but considers interior decoration, principles of dress, and appreciation of photoplays, dramatic productions, and radio programs. Consumers' science attempts to produce intelligent buyers with resistance to high-pressure salesmanship and advertising ballyhoo. Government standards and various consumer information services are employed for critical analysis of advertised articles. Units of the course include a study of foods and drugs; textiles and other materials; building materials; air conditioning, water supply, and sewage disposal; electricity and gas for home use; and commercialized amusements. The instructors are J. E. Maxwell, who also handles physics and chemistry, and Mrs. Alma Weigart who provides the viewpoint of life science.

VANGUARDS OF STATE-WIDE TRENDS

The three high schools cited present a variety of patterns and choice of courses to effect education for citizenship, selection of occupation, and for cultural and avocational activities. At Victor Valley Spanish and English are utilized to achieve exactly the ends which Oakdale seeks through trunk-like double-period courses and which Fillmore attempts by consecutive scheduling of pupils in sections of English and social studies. All three institutions provide general or consumer mathematics and modified science subjects. Each represents an adaptation of offerings to meet the requirements of its community. In every one active participation by faculty members in planning and extensive teacher retraining is in evidence. The several administrators have accepted the judgments of the Advisory Committee:

Education for citizenship, for example, can no longer be properly confined to a formal study of the structure of government. . . . Students should learn something of the economic causes of political pressure, the nature of propaganda, the democratic treatment of honest differences of opinion, and the technique of cooperation.

. . . many young people need special vocational training, but consideration should also be given to the far greater importance of general training for useful employment. Underlying each particular specialized trade or calling must be the basic skills and habits—accurate arithmetic, careful use of the language, and responsibility and conscientious work.

. . . The same qualities of competence, responsibility, and emotional adjustment that make for efficiency in gainful employment are equally essential for the development of successful home and family life. The operation of harmonious and secure homes in which the new generation can be given a good start is a public service of the most vital kind, affecting the stability of the social order and the whole question of the permanence of democracy. . . .

The only satisfactory organization for schools in the United States is a unified educational program that will offer each pupil the opportunities best suited to his particular abilities. . . . The important fact is that education for the individual is a unitary process, not to be sharply differentiated into that which is solely for vocational ends and that which is general in purpose.¹

¹ *Op. cit.*, p. 14-15 and 74.

Current Expenditures Per Unit of Average Daily Attendance for Elementary Schools and High Schools, 1937-38

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction and Chief of Division of Research and Statistics*

Numerous studies made in the past have indicated a definite negative relationship between the total current expenditures of secondary school districts per unit of average daily attendance and the total average daily attendance earned in such districts. Data computed for 186 California high school districts and unified school districts showing the current expenditure per unit of average daily attendance in high school classes, including classes ranging from the junior high school through the junior college but not including district junior colleges, confirm the findings of these studies.

In Table 1 all of the high school districts and unified school districts having 600 or more average daily attendance in high school grades have been included together with 91 of the 204 high school districts and unified school districts having less than 600 units of average daily attendance. These districts have been grouped according to total average daily attendance so as to secure groupings which are comparable in terms of the range in total average daily attendance within each group. The number of districts in each group is shown together with the average and median current expenditure per unit of average daily attendance and the range from the lowest to the highest amount expended per unit of average daily attendance in these districts.

The expenditures employed in computing current expenditures per unit of average daily attendance for high schools include amounts expended for current expenses by county superintendents of schools from county Indian school reimbursement funds for the benefit of Indian children attending high schools.

It will be noted from this table that the total range in current expenditures per unit of average daily attendance for high schools in these 186 districts is from \$105.83 to \$628.76, showing a tremendous spread in the cost incurred. It will also be noted that the average and median expenditure figures in general increase as the size of the district in total average daily attendance increases. In two groups of districts there appears to be a marked deviation from this general trend. These are the districts having from 1,500 to 2,000 average daily attendance

and those having from 600 to 700 average daily attendance. In each of these districts the current expenditures per unit of average daily attendance are considerably lower than those for the groups of districts immediately above and below.

TABLE I.

Current Expenditures Per Unit of Average Daily Attendance for High Schools¹ in 186 High School Districts and Unified School Districts in California, 1937-1938

Range in total A.D.A. in high school districts ²	Number of districts	Current expenditures per unit of A.D.A.			
		Average	Median	Range	
				Lowest	Highest
8,157 to 117,670	7	\$155.51	\$153.81	\$136.87	\$185.84
4,269 to 7,343	9	147.22	155.48	111.55	169.52
2,078 to 3,528	11	148.90	155.25	124.96	175.09
1,519 to 1,938	12	143.30	134.45	115.48	204.83
1,266 to 1,449	11	169.22	154.40	129.95	296.85
1,010 to 1,239	11	155.43	160.06	110.88	193.53
872 to 984	8	155.53	145.92	125.63	188.00
704 to 843	15	166.61	171.66	117.52	215.24
601 to 683	11	148.49	141.96	105.83	187.71
512 to 599	12	160.73	155.30	125.88	203.40
403 to 494	15	157.83	155.77	122.66	212.21
303 to 394	15	177.61	162.81	149.29	260.16
204 to 293	15	182.06	182.68	137.72	236.23
101 to 200	17	202.78	204.95	142.65	325.22
19 to 98	17	283.97	287.52	181.52	628.76

¹ Including all grades in day and evening junior high schools, four-year high schools, senior high schools, junior-senior high schools and nondistrict junior colleges.

² Including unified school districts.

Similar data for 263 elementary school districts and unified school districts showing current expenditures per unit of average daily attendance for elementary schools including kindergartens but excluding the seventh and eighth grades housed in junior high schools are presented in Table II. These 263 districts include all of the districts of the state having over 1,000 average daily attendance in elementary schools. 37 of the 53 districts having between 700 and 1,000 average daily attendance in elementary schools, and a sampling of 145 districts having 700 or less average daily attendance in elementary schools, or in kindergartens and elementary schools.

The expenditures employed in computing current expenditures per unit of average daily attendance for elementary schools include payments made by county superintendents of schools from county forest reserve school funds, unapportioned county elementary school funds and county Indian school reimbursement funds.

Table II

Current Expenditures Per Unit of Average Daily Attendance for Elementary Schools¹ in 263 Elementary School Districts and Unified School Districts in California, 1937-1938

Range in total A.D.A.	Number of Districts	Current expenditures per unit of A.D.A.			
		Average	Median	Range	
				Lowest	Highest
8,097 to 137,865	6	\$115.52	\$120.16	\$101.55	\$135.45
4,341 to 7,063	9	100.17	102.43	71.31	132.15
2,151 to 3,663	16	87.24	87.89	64.42	147.97
1,527 to 1,920	20	82.68	75.84	62.36	196.27
1,269 to 1,485	18	82.47	77.82	63.75	120.95
1,025 to 1,245	12	80.06	77.34	57.89	109.82
869 to 988	18	78.28	76.79	57.26	110.60
708 to 849	19	81.41	77.20	58.96	138.02
605 to 686	14	79.73	74.74	60.98	115.52
503 to 596	15	83.34	74.66	64.28	162.96
410 to 497	15	85.52	80.62	72.77	123.38
411 to 476 ²	11	69.07	68.92	62.40	76.56
305 to 385	15	86.13	81.06	67.41	137.83
305 to 397 ²	15	77.25	75.56	58.72	106.31
204 to 294	15	103.96	87.75	72.03	276.78
202 to 298 ²	15	70.41	72.46	46.52	100.09
117 to 198 ²	15	86.87	85.25	60.05	153.95
13 to 96 ²	15	118.63	105.82	64.85	235.03

¹ Including kindergartens but excluding seventh and eighth grades in junior high schools.

² Districts not maintaining kindergartens.

The data contained in Table II indicate a definitely positive relationship between total average daily attendance and current expenditures per unit of average daily attendance in elementary schools and districts with 1,500 or more units of average daily attendance. The greater expenditures in the larger districts are undoubtedly caused by the higher salaries paid in the larger districts, although some of the increase in cost probably is attributable to provision of specialized educational services in the larger districts. In the districts having between 500 and 1,500 average daily attendance unit costs for current expense are practically constant, the amounts of the decreases shown in successively smaller districts being so small as to be of little significance.

In districts having 500 or less average daily attendance the relationship between unit costs for current expense and total average daily attendance is definitely negative, the smaller districts having proportionately larger unit costs for current expense. This relationship undoubtedly is the result of a lower pupil-teacher ratio, the smaller

schools having as a rule smaller classes than are found in the larger districts.

In districts not maintaining kindergartens, as shown for the several groups of districts having less than 500 average daily attendance, current costs per unit of average daily attendance are consistently lower than for districts of comparable size which maintained kindergarten classes. The opposite condition would seem to be logical, since kindergarten costs are generally lower than elementary school costs. Possibly the lower unit costs in districts without kindergartens are due to high unit costs for kindergartens in the smaller districts occasioned by comparatively small kindergarten classes.

The cost figures given in the foregoing tables indicate that for districts having 700 or more average daily attendance current expenditures average approximately 75 per cent more for high schools than for elementary schools. This fact is largely accounted for by the considerably higher salaries paid teachers and other employees in high schools. Some additional cost is also involved in the provision of more highly specialized services in the secondary schools such as vocational education, departmental supervision in high schools, and considerably heavier costs for pupil transportation.

Implementation Program to Follow CCC Educational Survey

As a result of its comprehensive study of the Civilian Conservation Corps, the American Youth Commission of the American Council on Education, with the approval of camp officials, is now beginning a project of implementation designed to improve the educational offerings in the CCC, and also in selected resident centers of the National Youth Administration. In all, the programs will be carried on in thirty places, under the directorship of Kenneth Holland, who supervised the Commission's original study of the CCC.

Although no final report on the study recently concluded will be publicly presented until the implementation project is completed, Dr. Homer P. Rainey, former director of the Commission, has authorized the release of certain data secured in the original inquiry.

With a battery of tests, for the most part especially prepared for the CCC, nearly ten thousand enrollees were tested in 250 selected camps in all corps areas. These tests were given when the young men entered the camps, and again six months and a year later. Case studies were also made of 220 enrollees, half of them after they had returned to their own communities.

Average age of the youth in CCC camps is 19 years, though two-thirds of them were younger when they entered. Younger enrollees tended to remain in camps longer than the older youth.

Enrollees came from families of relatively low economic level, a fact that is well known. Measured by the Barr Scale, 39 per cent of the fathers of enrollees reporting were engaged in occupations below the level of "letter carrier," while for a cross-section of high school pupils only 26 per cent of their fathers were in occupations below this level. Not well known, however, is that 37 per cent of the boys come from broken homes, 13 per cent because of divorce, and 24 per cent because of death.

Twenty per cent of the mothers and 21 per cent of the fathers of enrollees were foreign born. Families from which CCC enrollees come are relatively large, averaging 5.5 children, and in more than half of the cases there were three or more children in the family younger than the enrollee. In commenting on this fact, Mr. Holland said:

This seems to indicate that unless there is marked improvement in the economic status of our families, or a considerable expansion in our educational systems, there will be need for some time to come for projects like the CCC and NYA to provide work and training opportunities for youth.

Average school grade completed by the young men is the 8.7, but it took them 11 years to reach this level, "indicating on the whole," said Mr. Holland, "that the enrollees have not been well adjusted in our school programs." Nor have occupational opportunities been widespread for these young men. Although seven of every ten enrollees had had a job for pay before entering the camps, the average duration of the job had been only two months. More than one-half of them had worked less than a month, indicating the instability of their occupational status.

Youth in the camps make progress during the period of their enrollment in the traditional subjects of arithmetic and reading, and in job information—an important point—, health, safety, first aid, and the conservation of natural resources. Knowledge of current affairs, however, decreases slightly.

The morale of the participants improves with CCC experience, both the tests and the case studies show.

Mr. Holland suggested in his report that the American Youth Commission recommend to the Congress and to the public the continuance of the CCC as long as there are young men who will profit from this experience and there remain practicable conservation projects. He further suggested that, "The CCC should be coordinated with other public agencies assisting young people and become a part of the national plan for the care and education of American youth."

Mr. Holland was aided in the direction of the CCC inquiry, by Earl Iffert, assistant director, and a prominent advisory committee composed of Dr. Ralph W. Tyler of the University of Chicago, Dr. H. H. Remmers of Purdue University, Dr. F. T. Spaulding of Harvard University, and Dr. M. R. Trabue of the Pennsylvania State College.

DEPARTMENTAL COMMUNICATIONS

Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

Handbook of Instruction for the Classification of School Expenditures. Bulletin of the California State Department of Education, No. 4, May, 1939. Pp. x + 64.

This publication was prepared by the Chief of the Division of Research and Statistics in cooperation with the State Committee on Uniform School Accounting of the Public Schools Business Officials Association of the State of California. It was issued to assist local school officials in the discharge of their responsibilities for public school financial accounting.

Copies of the bulletin have been sent to city and county superintendents of schools for distribution to school officials in charge of school finance and accounting.

The *Handbook* will be sold to other persons at a price of 25 cents a copy, plus one cent sales tax.

A Course in Senior Problems. Bulletin of the California State Department of Education, No. 6, July, 1939. Pp. viii + 36.

This bulletin presents a description of a course in "Senior Problems" developed in the Los Angeles City School System. It has been issued in the belief that it will be helpful to teachers and administrators who plan to establish courses dealing with the immediate plans of boys and girls about to leave high school.

The budget for printing of the California State Department of Education is too limited to permit free distribution of the bulletin. It may be obtained from the Division of Textbooks and Publications at a price of 15 cents a copy, plus a one cent sales tax, or in quantities of ten or more at a price of 10 cents a copy, plus sales tax.

Division of Adult and Continuation Education

GEORGE C. MANN, Chief

SUMMER COURSE FOR FORUM LEADERS

At the request of the Division of Adult and Continuous Education, the University of California through its Extension Division has organized a Forum Leaders Training Class. The course will be given at the Sierra Summer School, Huntington Lake, 70 miles northeast of Fresno, from August 7 through August 18. It will be known as Education X343AB-Forum Leadership: Aims and Methods. Leaders of the course will be Dr. Hubert Phillips and Dr. John Brown Mason.

Details of the enrollment and more specific information about the course may be obtained from Miss Bernice Hubbard, Executive Secretary, Class Department, Extension Division, University of California, Berkeley.

Bureau of Trade and Industrial Education

J. C. BESWICK, Chief

CONFERENCE FOR THE TRAINING OF CONFERENCE LEADERS

The California Plan for Trade and Industrial Education, based upon the federal and state vocational education acts, makes provision for training programs for the public service, as a part of the state program of trade and industrial education. This service is being rendered under the California Program for Public Service Training, with Robert P. Farrington as Assistant Supervisor of Public Service Training.

As a part of this state program, the Chief of the Bureau of Trade and Industrial Education, under whose supervision the training is offered, has arranged a Conference for the Training of Conference Leaders, to be held at the University of California, Berkeley, for a period of two weeks, beginning July 24, 1939. Conference sessions will be held each afternoon from 1 to 5 o'clock.

Those to be included in the conference group will include key persons, or persons with supervisory or managerial responsibility, in city, county, and state departments, and in federal departments having offices in this state. The conference has the very definite objective of training a selected group of individuals, giving them the techniques of the conference method so that they may be able to conduct conferences within their own organizations, upon the request of their superiors, to increase efficiency with the departments.

Mr. Farrington, who will conduct this conference, has had broad experience in conducting conferences for executives, supervisors and others, and in the training of conference leaders in governmental agencies.

THIRD ANNUAL CALIFORNIA TECHNICAL INSTITUTE OF PEACE OFFICERS' TRAINING

The Third Annual California Technical Institute of Peace Officers' Training will be conducted as a part of the state program of trade and industrial education under the supervision of the Chief of the Bureau of Trade and Industrial Education during the summer of 1939.

The technical institute program has been arranged in two sessions, the first session being scheduled from July 10 to July 22, at the University of California at Los Angeles; and the second session being scheduled from July 24 to August 5, at the University of California at Berkeley.

George H. Brereton, Assistant Supervisor of Peace Officers' Training in the Bureau of Trade and Industrial Education, and Director of the California Technical Institute, has arranged the programs for each of these sessions, and the instructors are persons widely recognized as leaders in their particular branches of peace officer service.

The state program is conducted in cooperation with the University of California, the California State Advisory Committee on Peace Officers' Training, the California State Peace Officers' Association, the California State Sheriffs' Association, the California State District Attorneys' Association, and the California State Division of Criminal Identification and Investigation.

FOR YOUR INFORMATION

CALIFORNIA INSTRUCTOR NAMED ON NATION-WIDE COMMITTEE

Harry Applequist, Director of Athletics in Secondary Schools, Sacramento, has been appointed to a special committee on athletics by President Byron S. Hollinshead of the American Association of Junior Colleges. The work of this committee will consist in a study of athletic conditions in 556 junior colleges in the United States, to be followed by recommendations for the improvement of any unhealthy conditions found.

The personnel of this committee is Spencer Myers of Highland Park Junior College, Michigan, *chairman*; Samuel A. Lee of Scranton-Keystone Junior College, Pennsylvania; Father Daniel Baran of Belmont Abbey College, North Carolina; G. H. Vande Bogart of Northern Montana College; Harry Applequist of Sacramento Junior College, California.

NEW DIRECTOR OF AMERICAN YOUTH COMMISSION

Floyd W. Reeves has been appointed director of the American Youth Commission of the American Council on Education. He began his service on June 1, succeeding Homer R. Rainey, resigned.

Formerly professor of education at the University of Chicago, Dr. Reeves was personnel director from 1933 to 1935 of the Tennessee Valley Authority. For the past two years he has been chairman of the President's Advisory Committee on Education. He began his professional career in education as a rural teacher in the schools of South Dakota.

Dr. Reeves is nationally known for his ability to make plans, conduct surveys, and get results. With the American Youth Commission in its closing years he will be called upon to direct a program designed to point the way to desirable plans of action.

PUBLIC SUPPORT OF EDUCATION TO BE CONVENTION TOPIC

The topic, "Enlightened Public Support for Education as a Professional Responsibility," has been announced for the panel discussion planned for Thursday, July 6, at the Assembly Program sponsored by the Educational Policies Commission as a feature of the Seventy-seventh

convention of the National Education Association. The convention will be held in San Francisco, July 2-6.

Participants in the discussion will be: Frederick M. Hunter, Chairman, Chancellor, Oregon State System of Higher Education, Eugene, Oregon, and Member, Educational Policies Commission; Cornelia S. Adair, Principal, Franklin School, Richmond, Virginia, and Member, Educational Policies Commission; Von T. Ellsworth, Secretary, Farm Bureau Federation, Berkeley; Belmont Farley, Director of Publicity, National Education Association, Washington, D. C.; Kate Frank, Central High School, Muskogee, Oklahoma, and Member, Policies Commission of the Oklahoma Education Association; Lloyd W. King, State Superintendent of Public Schools, Jefferson City, Missouri; W. O. Roberts, President, California Council of Dads Clubs, Oakland; Gertrude Rounsville, Board of Education, Los Angeles; Agnes Samuelson, Executive Secretary, Iowa State Teachers Association, Des Moines, Iowa, and Member, Educational Policies Commission; Jesse B. Seers, Professor of Education, Stanford University; John A. Sexson, Superintendent of Schools, Pasadena, and Member, Educational Policies Commission; John F. Shelley, San Francisco; and Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia, and Member Educational Policies Commission.

CORRECTION

In the article "Progress of the Youth Study" by Aaron Jones, Technical Director of the California Youth Study for the State Department of Education, which appeared in the June issue of *California Schools*, the statement was made on page 134 that "A recent study made by that junior college revealed that only approximately 4 per cent of its graduates were employed." The word "employed" appears in this sentence through error. Mr. Jones originally wrote "unemployed" and the statement as it was printed in *California Schools* reversed the meaning he had intended.

PEACE EDUCATION HELPS

Two reprints are available from the Committee on Militarism in Education which all teachers interested in peace education will find of value. The first, "An Introductory Course: The Pacific Solution of International Problems" by George M. Stratton, reprinted from the March, 1938, issue of the *Journal of Higher Education*, outlines an orientation course in "pacific means" for college and university students. The second, "A Course in International Relations" by Leo Litzky, which originally appeared in the March, 1939, issue of *Social Education*, outlines the ten-unit course which is offered as an elective for fourth-year students in five high schools of Newark, N. J. It also

includes a bibliography and a list of organizations which provide pertinent materials. These reprints are available for the nominal charge of five cents each in coin or stamps, and may be ordered from the Committee's office as 2929 Broadway, New York City.

EDUCATIONAL BROADCASTS

Broadcasts Sponsored by the California State Department of Education

Monday : 9:30 p.m.—Golden Days KRE
 Wednesday : 10 p.m.—Pageant of Youth KLX
 Wednesday : 1:30 p.m.—Parent Education KFRC
 Friday : 8 p.m.—Adventures in Science KLX
 Saturday : 3:45 p.m.—Education Today KPO

Alameda School of the Air

Monday : 1:30 p.m.—Great Moments from Literature KLX
 Tuesday : 1:30 p.m.—United States History Program KLX
 Wednesday : 1:30 p.m.—California History Program KLX
 Thursday : 11:15 a.m.—Sonny's Magic Merry-Go-Round KLX
 1:30 p.m.—Classic Myths, KLX
 Friday : 1:30 p.m.—The Workshop KLX

Broadcasts Sponsored by the United States Office of Education

Wednesday : 6:30 p.m.—Wings for the Martins NBC Blue¹
 Sunday : 1:30 p.m.—The World Is Yours NBC Red¹

CALENDAR OF EDUCATIONAL MEETINGS

During 1939 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meetings has been decided, but complete information will be given in subsequent issues. The following schedule of events is chiefly a list of meetings and conferences which take place during the spring term of the 1939 school year, but a few which convene in the early fall have also been included.

<i>Date</i>	<i>Organization</i>	<i>Place</i>
June 18—24	American Library Association	San Francisco
June 26—July 1	American Association for the Advancement of Science, Pacific Division	Stanford University
July 2—6	National Education Association, Seventy-seventh Annual Convention	San Francisco
July 8—21	National Education Association, Department of Elementary School Principals, Annual Conference	Berkeley U. C.
July 10—21	Annual School Executives' Conference	Berkeley U. C.

PROFESSIONAL LITERATURE

EDWARDS, NEWTON. *Equal Educational Opportunity for Youth: A National Responsibility.* A report to the American Youth Commission. Washington: American Council on Education, 1939. Pp. x + 190.

No problem of youth and education is of more vital concern to the nation than the subject of this volume, prepared by Professor Edwards of the University of Chicago at the request of the American Youth Commission, an organization appointed in 1935 by the American Council on Education to study the various needs of youth and to propose and promote desirable plans of action for meeting these needs.

Professor Edwards begins his report by stating in brief form, but with admirable clarity, simplicity and force, the case for free public education in a democratic society. He shows how all the reasons for the maintenance of public school systems by the several states are equally applicable to the maintenance of public education by the national government; that indeed the interest of the federal government in education is even greater than that of the states because of the national character of civic problems, especially when the rapid migration of the population and the differences among the states in ability to support education are considered.

The remainder of the volume is a compilation and analysis of data which reveal clearly the utter inadequacy of local support as a basis for free public education in the United States if equality of educational opportunity is desired. The lines of evidence followed are indicated by a few of the major findings. The rate of reproduction varies greatly among different communities, states, and regions, and between urban and rural localities. Differences in the educational obligations of the states as measured by the percentage of children and youth in the total population are greater than two to one. A decided inverse relationship between rate of reproduction and economic ability among states and regions accentuates already great inequalities. Educational opportunities are most restricted in states and areas with the lowest planes of living and the highest ratios of children to adults. A comparison of the financial abilities of the states shows that the state with the least ability is less than one-seventh as able to support an adequate educational program as the state with the greatest financial ability. An analysis of the relative efforts of the states to support education, in terms of true tax-paying ability, reveals that in general those states with the least financial ability are putting forth the greatest effort but are not able to secure adequate educational programs in return.

The conclusion is inescapable: a policy of liberal federal support for public education is the only way to guarantee equality of educational opportunity throughout the country. Professor Edwards warns that existing inequalities in economic capacity and cultural resources threaten the well-being of the entire nation—that although education as a force can operate to equalize conditions among men, the huge disparities in economic resources among the states may make the schools an instrument for creating the very inequalities they were established to prevent.

IVAN R. WATERMAN

THORNDIKE, E. L. *Your City.* New York: Harcourt, Brace and Co., 1939. Pp. 204.

Several years ago Superintendent Willis A. Sutton of Atlanta, Georgia, addressed the chamber of commerce of that city during its campaign to increase the

population 50 per cent by 1930. He said that he was not so very much interested in seeing his home town grow merely in size but that he was a great deal concerned about the kind of people who were making Atlanta bigger. A recent book by that indefatigable worker and prolific writer, E. L. Thorndike, emphasizes the pertinence of Superintendent Sutton's words of caution to the enthusiastic business men and civic leaders.

Your City is a book which every school administrator should read and reflect upon. It is also of particular interest to teachers of classes in social living, the social studies in general, literature, and life sciences. For the overworked principal who needs a topic for his talk to service clubs and parent-teacher groups, the book may be recommended. It provides opportunity for a welcome variation in the ordinary pattern of teacher's meetings. Like *Middletown*¹ and *Middletown in Transition*², this brief book avoids the glittering generality, carefully defines its problem, and confines itself to measurable aspects of the subject. *Your City* is of more use to educators than the Lynds' studies, however, since it supplies an explanation of simple techniques usable by any individual for scoring a community.

California educators may be proud of the fact that so many cities of 30,000 or over in the state rank high in "General Goodness of Life for Good People." Yet even these communities need to review factors in civic life which may be effecting rapid changes in local conditions. The resident of any town can well concern himself with some consideration of its provisions for health, educational opportunities, recreation, and creature comforts. To introduce a little competition between communities to vie with one another in creating and maintaining conditions for good living as defined in Dr. Thorndike's study might infuse new vigor into club activities and give real point to civic slogans like San Bernardino's "The Friendly City" and "Live More in Livermore." Perhaps it is too much to expect that united efforts to improve individual communities might do much by indirection to solve youth problems and to achieve a genuine prosperity.

Among the valuable results possible to obtain through a serious reading of *Your City* will be a wholesome skepticism toward traditional prejudices and familiar assumptions. Of course, it is no surprise to educators to learn that "Size for size's sake is a fetish"; that home ownership correlates highly with general welfare; and that a clean water supply and adequate sewage disposal help people to live longer if not better. On the other hand, Thorndike's findings for factory towns, the benefits of wholesale trade, the influence of large church membership, and the supposed evils of great disparities in wealth and income may be enlightening. The positive and constructive character of the entire book, to employ favorite terms of school leaders, challenges the attention and resourcefulness of educators to employ its techniques in quickening social conscience and integrating community consciousness. The final chapters, "Measure Your City," and "Improve Your City," afford definite directions for individual and cooperative procedure.

FRANK B. LINDSAY

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¹ Helen M. and Robert S. Lynd, *Middletown*. New York: Harcourt, Brace and Co., 1937.

² Helen M. and Robert S. Lynd, *Middletown in Transition*. New York: Harcourt, Brace and Co., 1929.

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